DOCUMENT RESUME

ED 462 579 CE 082 994

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TITLE The Education and Professional Development of Vocational Education Teachers.
PUB DATE 1998-00-00
NOTE 49p.; Corporate source is Task Force for Training and Human Resources, Cooperation Fund.
PUB TYPE Reports - Evaluative (142)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Developed Nations; *Educational Change; Educational Development; *Educational Improvement; *Educational Quality; Educational Research; Financial Support; Foreign Countries; Higher Education; Professional Continuing Education; Professional Development; School Business Relationship; *Teacher Education; Teacher Effectiveness; Vocational Education; *Vocational Education Teachers
IDENTIFIERS *Poland

ABSTRACT

Undertakings to improve teacher education in Poland have taken on these three main directions, with quality as the priority: (1) a system for accrediting higher schools (academic institution quality); (2) new regulator for standardizing the program of studies (program quality); and (3) system for teachers' progressive qualification and development (teacher quality). Under conditions of the school-dominant system for vocational education, in-enterprise practical professional development for instructors has not been developed. The education macrosystem has no subsystem for educating vocational school teachers. Teaching personnel have opportunities for further or continuing education, but their ability to take advantage of them is seriously limited by insufficient budgets of state education institutions and high fees of all market-oriented forms. Poland has no national research and development research institute for vocational education. Higher education institutions offer master's, engineer's vocational, and licentiate studies. Reform trends in directed studies are breaking down of studies' organizational curriculum rigidity and a departure from the narrowly defined and specialized directions of studies in favor of broad-profile studies. There is no tradition or practice of joint operations between educational bodies and commercial entities in vocational school teacher education. A transformation of teacher education is vitally needed; responses to the necessity of reform are merely partial. (Contains 32 footnotes.) (YLB)

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The Education and Professional Development of Vocational Education Teachers.

Krystyna Zielinska

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THE EDUCATION AND PROFESSIONAL DEVELOPMENT OF VOCATIONAL EDUCATION TEACHERS

By

KRYSTYNA ZIELIŃSKA

1. Basic information concerning teacher education

Issues centred around teacher education occupy one of the places in the forefront of the debates about education which have been going on in Poland in recent years. The main reason for this is obvious. Social transformations and educational reform have bounded ahead and require changes in teachers' responsibilities and motivations as well as their engagement in and authorship to educational transformations. However, there is also a second reason for the broad discourse. Progress in modernising endeavours undertaken in general schooling and vocational education increasingly shows that teacher education is not good and that it is not able to meet the challenges posed by education reform in its present form.

Teacher training is not good in the macro dimension – its system, its organisation and its administration - in the intermediate scale – its institutions, its education model, its curricula - and in the ensuing micro scale – the education people receive. It is necessary to here uncover the faces of teacher education and professional development which have already been made public in the basic outline of an OECD report. The opinions which are expressed therein reflect the major voices in scholastic and educational circles' discussions, in advisory bodies to the education ministry and in social policy. Those critical positions usually speak generally about teacher education, which will be put here into concrete form relating to the realities facing vocational school teachers' education and professional development.

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And so, in bullet points, the following are why teacher education is not good:

- The education system for teachers of vocational schools is "atomised" – over thirty higher institutions run such education, each of which is autonomous; there is insufficient inter-co-ordination and only elements of quality assurance.
- Teachers are taught by quite academic higher education institutions whose orientation leans towards theory and knowledge while suffering from a shortage of practice and skill.
- Educational profiles have been and continue to be too specialised and persist in single-subject teacher preparation.
- The program for teacher training is effectively an add-on component in that psycho-pedagogical education is "tacked on" to education in one branch of knowledge either simultaneously or subsequently.
- The education model for a teacher is excessively "technological." He or she is saturated with a good knowledge and proficiency in teaching while being underprovided with competence in innovation and communication, in skills relating to creating a learning environment and in promoting learners' development.
- Teacher education has a one-phase organisation and does not include an education cycle for when teachers are at the beginning of their working career nor at its further stages, which is anti-motivational and does not encourage professional development and does not serve the requirements of quality assurance.
- Professional development for teachers of vocational schools is poorly developed and drawn mostly on "intraeducational" links involving underdeveloped specialist centres and a concurrent lack of structure in the economy. This state, in the face of the speed of changes in technology and employment, is a threat to the quality of vocational education.

According to widely held beliefs, teacher education is in need of repair. A diversity of work around this challenge has been grafted into some institutions – in higher education institutions, in the Main Council for Higher Schooling, in the Council for Teacher Education and in the ministry of education.

Current undertakings have taken on three main directions and have quality as their priorities. A system for accrediting higher schools (priority: *academic institution quality*) is under preparation and implementation. A new regulator for standardising the programme of studies is being introduced in stages (priority: *quality of programmes*). A system for teachers' progressive qualification and development during their working career will be a component of the prepared overhaul to the education system (priority: *quality of teachers*). These reform activities will be addressed in the appropriate parts of this paper.

The subject of this report is, as formulated by its sponsors, the organisation of vocational education and training teachers' and trainers' education. For an understanding of the language and substance of this report, it is necessary to clarify Polish categories of learners in the vocational education system. That system has a basically in-school character and employs the following categories of people, who all have the formal status of teacher, in its vocational training component:

1. teachers of general education subjects
2. teachers of the theory of vocational subjects
3. teachers for the practical teaching of a vocation.

The second and third groups of people have been given a common title – teachers of vocational subjects.

Teachers of general subjects are not a topic of this paper. However, it is important to mention that general education is of high importance and has a large contribution to make in the

accepted model for vocational education and thus teachers of general education subjects are nearly as many in number as teachers of vocational subjects.

Alternating education (in-school - in-institution) plays a principal role in vocational education alongside that of an in-school organisation of teaching, for which the following category of teaching staff functions: instructor of practical vocational education in workplaces (in short: instructors of a vocation.)

The structure of this paper, as specified by its sponsors, anticipates the identification of institutions operating in the following three possible links in teacher education:

- initial education,
- professional development, as understood by training at the teacher's workplace and at the teacher's side,
- continuing education.

That has brought on a serious problem, as in Polish realities all those forms of education and training that take place following a teaching student's initial education are termed (with great unclarity) "teacher professional development." This lumps together such disparate things as counselling at the workplace and doctorate studies. Components of both elements (professional development and continuing education) are at work under our domestic realities, but combined together and furthermore placed under the structure and operating statutes of the primary institutions operating in this area – local (voivodeship) institutions for teachers' professional development.

That means that one can say that in educational practice both elements of teachers' further education are functioning, but are structurally, institutionally and operationally undifferentiated and are both joined under the name "teacher professional development." This report will likewise consider them jointly.

Higher academic institutions are the places of vocational school teachers' **initial education**. Teachers of vocational subjects are mostly educated in technical, agricultural or commercial higher academic institutions as well as (to a small extent) in medical academies and higher schools of the arts. Such higher academic institutions are higher schools whose main role is to run academic research and education in branches of knowledge. Teacher training is one of many tasks performed by those institutions.

Teacher education is run in 17 technical, 8 agricultural and 4 commercial higher education institutions. As the largest class of initial education institutions, HEIs will be the subject of this paper.

Teachers with teaching diplomas from higher education institutions teach theoretical vocational subjects most of all but are sometimes teachers of practical vocational education and in-enterprise instructors.

Up to the beginning of the nineties an institution for initial education, called the pedagogical technical studium, was functioning in secondary schooling. It systematically prepared people to become teachers of practical education in a vocation.

Following the liquidation of that structure, a gap in initial education arose. What has been and still is a typical path for instructors of education in a vocation is currently the route toward becoming a practical vocational education teacher and is as follows: a vocation taught in a technical or vocational school → internship in a vocation → pedagogical preparatory courses in the continuing education structures.

When approaching issues concerning teacher professional development, it is necessary to remember that teacher education is single-phase and contains no obligatory and regular forms of teacher further development and education.

The current system of **teacher professional development** contains the following structures:

- *The Central Centre for Teacher Professional Development (CODN)* whose governing organ is the Ministry of National Education. The CODN carries out central duties connected with teacher professional development, runs and co-ordinates Poland-wide projects in that field and completes tasks assigned to it by its parent ministry.
- *Local Institutions for teachers' professional development* which are run by kuratoria. They serve teachers employed in public schooling and teachers of those vocational schools which come under the supervision of the minister of education. That structure supports a large community of teachers and operates on the level of the 49 voivodeships and whose links are the Voivodeship Methodological Centres or other, differently named, centres which are in charge of similar duties (they will be called hereafter by their Polish acronym, WOM).
- *Branch Institutions* that support teachers in vocational schools which come under the authority of other ministries (agricultural, forestry, transport, medical, social work, artistic and non-civilian schools). The organisation of teacher professional development in these schools remains the responsibility of their respective ministries. Branch centres participate in the fulfilment of this task (depending on the infrastructure of the department) and are of various types, have varying fields of operation and can be more or less focused on teachers' professional development. Centres for teacher development, centres for the development of human resources and research and development centres provide assistance in this. The National Centre for the Professional Development of Agricultural School Teachers located in Brwinów and the Centre for Medical Education in Warsaw are exemplary branch centres for the professional development of teachers.

Tasks underlying teacher professional development are currently taken on by a network of a new kind of institution – *Centres for Practical Education (CKP).* These centres have been being established since 1996 to raise the quality of practical vocational education. Most of all it is practical education for pupils from the regional network of vocational schools that is organised in the CKPs. Specialised teacher training is also supposed to be conducted alongside those centres. Those duties have only just been taken up and are not yet far reaching.

There are no other institutions functioning in the system for schooling, higher schooling and continuing education which have charged themselves with the duty to organise vocation school teacher development in their statutes.
Opportunities for training, education and further education are created by the open market for educational services and have been addressed by a multitude of public and private entities.

Under the conditions of the school-dominant system for vocational education , in-enterprise practical professional development for instructors has not been developed. There are no regular solutions which can raise the quality of the instructors and in-enterprise training in this area. Vocational training opportunities on the free market have been offered mainly by Enterprises for Professional Development (ZDZ) as well as to a small extent by Craftsmen's Chambers.

Offers directed at teachers are most of all comprised of studies in higher schools. Teachers have access to supplementary master's studies (for people with vocational school diplomas), post-diploma studies as well as doctorate studies.

The market for educational services has opened a broad opportunity for participation in specialist training sessions run by a grand variety of private organisers. Due to the vocational profile of vocational school teachers, training courses offered by vocational associations having a long tradition are of particular importance. Such associations are the NOT Federation of Scientific-Technical Associations, which unites 30 branch associations representing all fields of technological applications and the Polish Economic Society which is concerned with the commerce and trade field.

Course prices which are prohibitively for teachers are a barrier to the exploitation of the wide-ranging supply of continuing education possibilities.

Before drawing quantitatively a picture of teachers' education and professional development, it is necessary to show the breadth of general problems affecting the qualification of vocational schooling teaching staff. As making matriculation-level education in secondary schools more common is a priority goal, educational policy is strengthening the trend of and demands that teachers be graduates of higher schools. The education vocational schooling teachers tend to have received strays substantially from those expectations. Whereas 87.6% of teachers working in secondary and post-secondary vocational schools have graduated from higher education, a notable problem exists in basic vocational schools where 66.5% of teachers have earned higher education.[1]

Likewise, not all teachers possess the required pedagogical qualifications; this situation has its roots in the faulty educational organisations found in higher academic institutions, which offer elective (optional) pedagogical preparation to potential teachers. This problem is particularly pervasive amongst part-time teachers of vocational subjects, who represent a large component

[1] Statistical data is from *Teachers in the 1996/97 School Year*, CODN, Warsaw, 1997

of the vocational schools' staffing (20 822 people) and have higher, education in a particular direction (major) (92%) usually in conjunction with parallel practical experience, which is a great boon, but who in large part have not gone through pedagogical preparatory course (25% of part-time teachers). Just under 5% (4.5%) of full-time vocational subject teachers (49 420 people in total) who are graduates of higher education do not have pedagogical qualifications. The age break-down of vocational schooling teachers is also problematical. The vocational schooling faculty is ageing as a result of a low in-flow of young teachers. The main group of vocational subject teachers are members of the 41-50 year old age bracket, and their education they received in their direction happened more or less 20 years ago meaning their professional and specialist vocational knowledge requires indispensable renovation, it is for this that there is a huge need for vocational professional development.

National educational statistics do not keep track of teachers' general education and professional development. In both of these educational fields there is no collection of statistical data, so there are no data connected with the education and professional development of teachers of vocational subjects. The selected, and rough information presented has been gleaned from other sources.

A 1995 questionnaire-survey conducted at the behest of the Central Methodological Centre for Teachers' Studies at the WSP in Cracow collected only available, quantitative data about teachers' education in technical, agricultural and commercial higher academic institutions. In the 1995/96 academic year there were the following numbers of participants in teacher's qualification-bound pedagogical education: in technical higher academic institutions: about 3000 people, in agricultural ones – about 1500 individuals and in commerce-oriented ones –

980 people.[2]

Teachers' professional development is, numerically speaking, a great unknown. Partial information was deduced from the EWIKAN system for teaching staff records which is kept by the Ministry of National Education and is further worked on and published by the CODN. The attention of those bodies is narrowly concentrated on further education for teachers, which means in mostpart on the raising/supplementing of the education of teachers who do not possess full qualifications. Of a total of 49 420 full-time vocational subject teachers, 3 297 people (6.7%) are going through a course of studies (teachers' college – 103 people, higher vocational – 844, master's 1790, post-diploma leading to additional specialisations – 432, other studies – 128 people).[3]

EWIKAN does not monitor the currant teachers' participation rate in vocational professional development apart from very general and unclear information about teachers' completion of further education or vocational professional development *over the course of their whole vocational employment.* Data on full-time vocational subject teachers are contained in the following list[4], and they should be seen in light of the previously emphasised needs for vocational professional development

- Post-diploma studies leading to additional qualifications 1342 people
- Professional development post-diploma studies 2336 people
- In-course forms leading to additional qualifications 867 people
- Other forms of professional development lasting over 100 hours 382 people
- Shorter forms of professional development 6414 people

[2] Minutes of the meeting of the Pedagogical Educational Unit in Technical, Commercial and Agricultural Higher Academic Institutions of 18 March 1997, a document of the Central Methodological Centre for Teachers' Studies at the Higher Pedagogical School in Cracow.
[3] Statistical data from: *The Teacher in the 1996/97 School Year*, CODN, Warsaw, 1997
[4] ibid.

If the total number of participants in professional development (11 341) are compared to the number of full-time teachers of vocational subjects (49 420), one would find that **further education and professional development were taken up by merely 23% of teachers in the course of their vocational employment.**

A similar quantitative indicator of equally alarming conclusions comes from a survey done among CODN course participants. For the 81% of vocational subject teachers who took part in the training sessions, the course offered by CODN was the only offer for professional development in the space of their whole vocational employment.[5]

Despite their sketchy character, the selected numerical data show that teachers' professional development is in a state of substantial underdevelopment.

Of all vocational subject teachers, 3827 have a specialist vocational level that was earned within the functioning of that system. One of the conditions for the qualifying procedure is here the completion of a form of vocational professional development (at First or Second Level) which is in keeping with the teacher's direction of specialisation as well as the teacher's either raising of his vocational qualifications or his achievement of a licence in another speciality (Third Level). The First Level vocational speciality has been earned by 1923 teachers of vocational subjects, 1750 people have earned the Second Level of vocational specialisation and 154 people have achieved the Third Level of specialisation.[6]

1. Legal, financing and administration bases

Institutions of **initial education** – higher academic institutions operating on the basis of the Higher Schooling Act are, as said before, higher schools of an academic character and are

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[5] E. Golińska: *The System for Teachers' Professional Development In Comparison to the Responsibilities It Has Been Set by the Reform of Vocational Education,* The Information Bulletin of the Central Methodological Centre for Teachers' Studies at the Higher Pedagogical School in Cracow, nr. 11/198

[6] *Teachers in the 1996/97 School Year,* CODN, Warsaw, 1997

state-owned. The Minister of National Education supervises technical, agricultural and commerce higher schools. The higher academic institutions enjoy, thanks to the Higher Schooling Act, a wide-ranging autonomy and so the influence of the Minister of Education on what they teach is very limited. The minister may act on questions which are basic to education only through the agency of the Main Council of Higher Schooling – the representative organ for higher schooling.

The Main Council, on the request of the minister or on its own initiative, regulates the framework conditions for education, i.e. sets out:

- The names of directions of studies;
- The conditions which the higher academic institutions are to meet in order to create and run a direction of studies;
- The minimum curriculum requirements for individual directions of studies;
- The conditions which the higher academic institutions should meet in order to be grant vocational titles.

The autonomous governors of the higher academic institutions define:

- Curricula and timetables for the studies;
- The form the studies take: master's (unified two-phased), vocational (engineers, licentiate), supplementary, post-diploma;
- The form of studies; day, evening, weekend, distance;
- The conditions for student recruitment to the studies;
- Number of enrolees per direction or speciality;
- requirements connected with internships done as part of studies;
- requirements connected with the thesis and final examination.

The creation of the curricula is internally decentralised in higher education institutions and

delegated out to units running education in given directions of studies, i.e. faculties, institutions or other structures.

The mentioned higher education institutions, as state higher schools, are maintained from public financing. A portion of their resources come from non-state budget sources and of these some are earned from fees for out-of-school forms of studies.

Institutions for **teacher development** function on the basis of the Education System Act and act as supporting ties in the education system. A decree by the Minister of National Education on institutions for teachers' professional development is the particular basis for their operation.

Institutions which come directly under the ministry of education play a principle role in the system for professional development, i.e.:

- local institutions for the professional development of teachers (WOM);
- the Central Centre for Teacher Professional Development

Detailed issues of this report, which are numerous and very particular, will be focused on these institutions for teachers' professional development.

The kurator is the organ charged with running voivodeship centres for teacher professional development. That entails that the kurator establishes, runs and maintains using public funds (through a Ministry of National Education subsidy) as well as oversees the centre.

The kurator's greatest responsibility with which he regulates the operation of a WOM under his jurisdiction is in granting the institution's statute. On the basis of a framework of suggestions included in a decree of the minister of education, the state sets out the goals and duties of the institution, the scope of the duties of its director, administrators and other

employees who have a defined role in the institution. The statute also details how the institution is to be organised.

The kurator, while overseeing the institution, has influence over its operation, including programmes and methods used for professional development. The kurator can have the institution take on particular tasks arising from regional educational needs. The kurator can call into being a Curriculum Council, which is an organ designed to pass recommendations and advise the director of the institution. As well, the Curriculum Council jointly works out the core operation of the institution, thus the range of the kurator's influence is large.

WOMs, in spite of the influence their overseeing bodies can exert, have a significant degree of autonomy in their statutory operations giving their directors a wide range of authority and independence. It is up to them to hire the staff, administer the finances, decide on the directions of operation, set the work schedule for the centre, approve courses and programmes and finally to supervise and evaluate the personnel.

Schedules and programmes for professional development are given shape by workshops/teams which organise and run given fields of operations within the institution. The programmes of courses are created by either of two ways – internally, by the institutions own employees, or by external executors of the courses.

The Central Centre for Teacher Development is an institution that has been called into being by and remains under the supervision of the Minister of National Education, who also maintains it financially. It functions under a basically legally analogous framework (act and decree) to that of local centres; thus the above distinguished basic operating principles are applicable to its structure also.

The statute granted by the minister of education and the standing according it as a national

institution allow the institution much autonomy and a disperse breadth of duties. Its nation-wide scale of operations, built up through international co-operation, also implies the notable independence of the institution.

By means of direct ties with the Ministry of National Education, the central centre is a joint participant in the shaping of policy for teachers' professional development, furthermore it takes on and promotes the priority directions of teacher professional development in local WOM institutions connected with reformatory tasks in education and, as such, in vocational education. Besides this, it runs some Poland-wide forms of teachers' professional development connected with reform. The CODN enjoys independence in all its core functioning operations and so develops the conceptions, schedules and methods of its own operation, creates as well as contracts out for training programmes, is an organiser of courses and finally certifies their completion with the appropriate certificates.

CODN is an organ within the system for awarding vocational specialisation levels to teachers (which is a right and not obligation for teachers), whose procedures are run – alongside the central level – on the voivodeship and intervoivodeship level in local institutions for teachers' professional development.

3. The status of teacher educating institutions and their support network

There is no subsystem for educating vocational school teachers in the education macrosystem actually functioning. Institutions do not operate in higher, post-secondary or secondary schooling whose statutory duty is educating of teachers of vocational subjects. Preparing this category of teacher is not obligatory for higher technical, agricultural, commercial etc. schools. In the pertinent higher schools no *teaching* subject streams and specialities are in existence which would prepare people for teaching vocational subjects. State higher technical, agricultural and commercial schools organise, alongside directional

studies, *optional* pedagogical education which allow for the gaining of qualifications for teaching vocational subjects.

The running of pedagogical education in technical, agricultural and commercial higher education institutions is done without consistent structural-organisational frameworks, as the basic decisions in the sphere of education lie within the responsibilities of autonomous higher schools. There are also no rules for the financing of programmes of pedagogical education in higher educational institutions.

Directional studies take place in faculties and in institutes; a higher education institution must, in order for those studies to be run, fulfil framework requirements as defined by the Main Council for Higher Schooling. Pedagogical education is subject to no standardisation which would define which organisational unit of a higher education institution, having available which resources and such and such a staffing structure, could run forms of studies in which teachers' qualifications may be earned.

Pedagogical education is run by a multitude of organisational units in higher schools.[7] Separate units, called multi-faculty Pedagogical Studies, have been set up for that purpose in most higher education institutions. Extensive forms of pedagogical education are functioning within the bounds of the higher education institutions and may be run by their faculties/institutes/ departments of social-pedagogical studies.

The staffing structure[8] of those centres is quite varied by status and number. Although there are some large didactic teams directed by professors and post PhDs., in most centres there are teams made up of only several members which are directed by people who hold no more than

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[7] Minutes of the meeting of the Pedagogical Educational Unit in Technical, Commercial and Agricultural Higher Academic Institutions of 18 March 1997, a document of the Central Methodological Centre for Teachers' Studies at the Higher Pedagogical School in Cracow.

[8] Data from a survey conducted in 1995 by the Central Methodological Centre for Teachers' Studies of the Higher Pedagogical School in Cracow. Informational material.

a doctorate. People with doctorates and master's degrees make up the great majority of the staff. The staff that is employed by units running pedagogical education is of varied and heterogeneous education and qualifications: in pedagogical and social disciplines, in sciences connected with the profile of the higher educational institution (technical, agricultural, commercial) and further scholarly specialisation in socio-pedagogical disciplines; narrow in defined technical/agricultural/commercial disciplines. So far, there are no functioning standard structures of faculty qualification for those who run vocational subject teachers' pedagogical education. Regular forms of pedagogical professional development for didactic employees of a higher educational institution are an infrequent phenomenon. Neither teaching experience in vocational schooling nor practical vocational experience in the direction in which potential teachers are trained is required. An academic model for education, an overabundance of theory and insufficient practical experience in the conditions and process of educating teaching candidates are consequences of that state of affairs.

Pedagogical education is organised within a simultaneous and consecutive model. The underlying form it takes is an optional program of pedagogical studies running parallely with the directional studies is. It is organised within day or out-of-school (irregular, evening or distance) studies. Besides this, pedagogical education is provided in post-diploma and out-of-school forms.

The education of teaching faculty for schooling in general is a duty of the state and should be (directly or indirectly) financed by it. That principle is not fulfilled in the teacher education macrosystem. All forms of out-of-school studies are subject to fees and pedagogical education is no exception when done in this form. Day studies are by law free of tuition, however optional pedagogical studies are usually not encompassed in the studies themselves and have

no regular source of financing, forcing some higher education institutions to introduce student co-financing of pedagogical education.

Institutions for teacher professional development are specialised institutions within the education system that support schooling. Their organisation is decentralised and based on a network of local professional development institutions. These institutions were previously uniform but now differ institutional-organisationally which leads to a broadening of their function.[9] Besides the usual WOM elements., there are larger, integrated institutions which have been developed at the local level. These arose from a fusion of several institutions whose duties complemented each other's (e.g. teacher professional development + pedagogical library; or + continuing education; or + computer education or + polytechnic centre, etc.). This positive trend toward "concentrating" local educational structures will carry on along with the current decentralising reforms to the state administration system.

Local institutions for teacher professional development[10] are run, in accordance with the basic legal framework, in two areas of operations: of *professional development* for teachers, executive staff and pedagogical supervisorial employees that takes the forms of courses, training sessions and dissemination of pedagogical information and of *advising,* directed most of all at teachers and run in a school environment at teacher workshops. Due to a lack of specialised institutions, local centres are taking up a third direction of operations within the current transformations in schooling,– tasks connected with diagnosing the performance of educational institutions and measuring pupils' achievements. Department-workshops and teams performing those fields of the core operations are organised in local institutions. The

[9] See: *Placówki doskonalenia nauczicieli w Polsce (Institutions for Teacher Professional Development in Poland)*, CODN, Warsaw, 1998

[10] Decree of the Minister of Education of 10 August 1992 on institutions for teacher professional development. *Dziennik Ustaw, nr. 63*, pos. 317

tasks of professional development and advisory services for teachers of vocational subjects are done either by institution departments which have been separated for this purpose or by the general departments of the institutions. An element of a system of levels for teachers' vocational specialisation is also functioning in local institutions.

The operation of local institutions was and remains to be dominantly geared to teachers working in general schooling. These institutions do not have the appropriate staff or infrastructure to meet the needs of teachers from vocational schools and, generally speaking, this kind of institution is in reality inappropriate for the tasks implicit in vocational subject teachers' professional development. It is enough to say that in all of Poland and in a network of 49 local institutions for professional development there are employed 43 consultants for vocational education and 243 advisors whose competencies lie in specific vocational subjects whose role is to assist teachers of one of six large vocational groups (mechanical, electrical, electronic, commercial, food industry and textile-clothing vocations).[11] It is a dysfunctional and underdeveloped organisation that does not guarantee vocational subject teachers *guidance, pedagogical-methodological professional development* and especially *specialist professional development.*

The following core operational units are functioning in the Central Centre for Teacher Professional Development:

- The Pedagogical Information Workshop
- The Workshop for Professional Development Assistance
- The Workshop for the Professional Development of Vocational Subject Teachers

[11] E. Golińska: *The System for Teachers' Professional Development In Comparison to the Responsibilities It Has Been Set by the Reform of Vocational Education,* The Information Bulletin of the Central Methodological Centre for Teachers' Studies at the Higher Pedagogical School in Cracow, nr. 11/198

- The Workshop for the Professional Development for Teachers of Teaching Governing Bodies
- The European Information Centre for Citizenship Education
- The Foreign Language Teachers' Professional Development Team
- The Team for Executive Staff Affairs
- The Team for Vocational Teachers' Specialisation Levels
- The National Office for Programmes Related to Education Reform – Nowa Matura, Kreator
- The Office of CODN-Affiliated International Programmes.

The operation of national institutions encompasses priority areas of teacher professional development connected with the transformations going on in education and the reform of the schooling system. That role is also performed by the Workshop for the Professional Development of Vocational Subject Teachers which, on a national scale, organises teachers' professional development as well as arranges local consultants and advisors for the new responsibilities which the reform of vocational education poses.[12] The workshop, which does not have a sizeable staff, runs training operations in co-operation with some energetic professional development institutions, vocational school units and new institutions – called Practical Education Centres.

Public institutions for teachers' professional development are by law supposed to be maintained through the state budget, specifically through subvention by the Ministry of National Education. However insufficient financing have forced these institutions to look to non-budget sources represented most of all by fees for some kinds of courses.

[12] See in relation with the on-going operations of the Workshop *Komunikat Pracowni Doskonalenia Nauczycieli Przedmiotów Zawodowych*, cyclical informational material, CODN

There is no practise of obligatory further education and training of the teaching personnel in institutions for teachers' initial education or their professional development. There are, however, legally guaranteed rights to further education of both kinds of employees, there also are opportunities for continuing education. Taking advantages of those opportunities is a matter up to those people interested and the staffing policy of the institution. In accordance with the Act on Higher Schooling[13], teachers of academies have the right to post-diploma professional development and other forms of vocational education at the expense of employer (article 110). They are also eligible for paid vocational education leave (article 109).

The act called the *Karta Nauczyciela (Teacher's Charter)* has set forth that the state budget shall separate funds allocated for the further education and professional development of teachers, including grants for studying teachers (article 70). A teacher may also make use of paid leave for further education (article 68). The professional development of local centres' (WOMs) staffs has been statutorily assigned to the CODN and is being systematically realised in the thinking of annual training schedules. Various forms of continuing education are offered – as previously mentioned – by higher education institutions and many private organisers.

The ability of teaching personnel to take advantage of their above mentioned rights and opportunities is, however, seriously limited by the insufficient budgets of state education institutions (higher education and professional development institutions) as well as by the high fees charged by all market-oriented forms of professional development and continuing education.

[13] A notice of the Minister of National Education of 26 March 1997 on the matter of announcing a unified text of the bill – the Karta Nauczyciela *Dziennik Ustaw, nr. 56* pos. 357

The academic circle, strictly speaking the social and pedagogical studies conducted at universities, higher pedagogical schools and the range of higher education institutions running vocational school teacher education, represents the main network supporting teacher education and professional development. A wide-ranging debate on the teaching profession, teacher education in concept and in practice and on the need for reform takes place in the scholarly forum. This debate is the major source of inspiration for the rejuvenation and transformation of teacher education and professional development.[14] Generalising concepts are especially developed in universities and higher pedagogical schools, and here the pedeutology (teaching studies) is of particular importance given its long tradition and important corpus of work. Pedagogy in higher schooling is specialised in issues relating to teacher education in higher schooling and andragogy is focused on problematic areas in adult education. This latter issue is addressed, besides in the above mentioned kinds of schools, in pedagogical studies conducted in sub-academies of agricultural, technical and some commercial higher education institutions. Most centres and pedagogical employment research teams that involve themselves, in part, with particular vocational school teacher education issues work in such profiled, high education institutions. Higher agricultural schools, besides this, also have a long tradition of agricultural pedagogy which includes theoretical issues and in- and out-of-school internship in agricultural education.

Given the non-functioning system for teacher education in higher schooling, which was discussed in the introduction of this report (atomisation, insufficient co-ordination, etc.),

[14] Compare amongst others H. Kwiatkowska & T. Lewowicki (eds) *Z zagadnień pedeutologii i kształcenia nauczycieli.* Studia Pedagogiczne LXI KNP PAN, Warsaw, 1995; H.K. Kwiatkowskam *Edukacja nauczycieli. Konteksty, kategorie, praktiki*, Warsaw, 1997; J Kuźma *Optymalizacja pedagogicznego kształcenia, dokształcenia i doskonalenia nauczycieli.* Warsaw/Cracow, 1993; B. Kwiatkowska-Kowal, *Kształcenie nauczycieli w szkole wyższej,* Warsaw 1994; M. Ochmański (ed) *Biulytyn Informacyjny Centralnego Ośrodka Metodycznego Studiów Nauczycielskich przy Wyższej Szkole Pedagoggicznej w Krakowie*

higher education institutions have begun to work together. The Central Centre for Teachers Methodological Studies (known by its Polish acronym of COMSN) at the Higher Pedagogical School in Cracow is the institutionalised fruit of this co-operation. The COMSN works without interruption in specialist teams, organises conferences, publishes the Informational Bulletin and other publications and, generally speaking, represents a forum for the joint endeavours of those higher education institutions which educate future teachers.[15] A Pedagogical Team for Education in Technical, Commercial and Agricultural Higher Education Institutions has been operating within the COMSN since 1997. Almost all centres which offer vocational school teacher education have worked with this team.

The Main Council for Higher Schooling and many higher education institutions are co-running work on a system for accrediting higher schools. A group which is preparing a new framework for teacher education curricula regulation is also operating. A Council for Teacher Education is in existence within the education policy circle, to act as an advisory body to the Minister of National Education and co-shape the concept behind teacher education reform.

There is no national research and development research institute for the area of vocational education in Poland. Some tasks in that field that are connected with vocational education reform are being carried out by the Institute for Educational Research, which was created through the Ministry of National Education. Important support for reforms to the education administration sphere, to the organisation of schooling and for the necessity for the professional development of education personnel is being supplied by national PHARE-funded programmes, including components of the TERM and SMART programmes and the on-going KREATOR programme.[16] They also have introduced new methods and training

[15] see cyclical publications: The COMSN Informational Bulletin

[16] see, for example, K. Pladys *PHARE Programy wspierające rozwój kształcenia zawodowego (Phare*

programmes for vocational supervisory employees, for administration staff and for employees of teacher professional development institutions. They have prepared a mass of qualitatively new collectivity of *change promoters and educators* who work in the field of professional development for education personnel.

The free market has brought about an intensive development in the production and availability of scholarly and school publications as well as academic aids tailored to the needs of vocational education and teacher education and professional development. The range of tangible resources for sale is both modern and broad yet the modest budget of all educational institutions acts as a limitation. A noteworthy initiative, among other undertakings in this area, taken up by the CODN in general and by the Workshop for Vocational Subject Teachers' Professional Development in particular, is the organisation of cyclical fairs of International Didactic Aids for Vocational Schooling. The fairs are a forum where the newest technical-didactic media and publications which have appeared on the market can be showcased and discussed and make their use in vocational education as well as teacher education and professional development more common.

4. Conditions for access to the structure and programmes of teacher training

Promotion to higher schooling, such as initial teacher education, comes after 12-14 years of learning. A general and legislatively established condition for advancement to higher studies is the possession of a matura certificate. Graduates of general, technical and vocational secondary schools who have passed a matriculation (state) exam are awarded these.

Programmes Supporting the Development of Vocational Education) in S.M. Kwiatkowski (ed) Nowe uwarunkowania edukacji szkolnej, Warsaw, 1997; *Komunikat Pracownii Doskonalenia Nauczycieli Przedmiotów Zawodowych (A communiqué from the Vocational Subject Teachers' Professional Development Workshop)*, CODN, 2/1998

Secondary education (general and vocational) as well as the matura certificate may also be gained by means of adult education and other possibilities made through continuing education.

The matura certificate grants the right to studies in all types of higher schools. Neither attendance in a technical/vocational school nor experience in a vocation is required for admission to a higher education institution grants qualifications for vocational subject teaching.

The details concerning acceptance and the entrance procedure to studies are set by higher schools. In state higher education institutions, candidate selection takes the forms of entrance examinations and other means of testing, matura contests and interviews.

As already mentioned, higher education institutions accept people for studies in particular branches of knowledge (directions of studies – technical, agricultural, commercial and others) and also offers teachers' preparatory programmes during the course of the studies. A criterion for admittance to the studies is the candidates' level of general knowledge in selected fields connected with their major subject.

In technical higher education institutions, mathematical-physics disciplines are the nucleus for admission tests are, environment and mathematics-physics in agricultural ones; besides this, foreign languages are also a part of the selection criteria for admission to many directions of study. A typical entrance exam to a higher education institution of commerce includes mathematics, a foreign language and (depending on the faculty) geography or one of history, physics or chemistry.

Despite the doubling of student enrolment which occurred in the 1990s, the demand for

studies greatly exceeds its supply. Particularly high demand in state schools is observable for economic higher education institutions, into which students are admitted on the basis of entrance examinations. Technical and agricultural higher education institutions have a demand structure that varies by direction of study, the profile of the faculty and their ranking. This varied demand structure is responsible for the use of different means to qualify students for entrance, of which the entrance exam in dominant.

Students who choose pedagogical education as part of their studies (optional, post-diploma) do not have to satisfy specific entrance conditions and enrolment is open to those interested. Higher education institutions choose which criteria to apply when a student chooses didactic subjects. A good level of knowledge (as indicated by exam results) in the subjects of the studies that are equivalent to the intended teaching subject is required.

In overviewing student recruitment, it is important to mention that what are applied are the criteria for general enrolment, without specific criteria for enrolment in teaching studies and therefore obviously without specific criteria for enrolment in studies designed to prepare future teachers of vocational subjects.

To characterise the general motivation behind students' selection of pedagogical education, it is necessary to indicate their many motivations to broaden their earned qualifications. A common motive is to increase their opportunities, certainty and elasticity of employment by being an engineer/economist in an occupation as well as a holder of teaching qualifications. Other students hope to develop their social skills necessary in engineer/economic vocations and be better prepared for directing groups of people, management activities, trade and consulting through psycho-pedagogical education. There is sometimes the view in technical

and agricultural HEIs that psycho-pedagogical education is a way to "humanise" those studies, thereby allowing a broadening of the student's education and skills. Some students who choose to take pedagogical education do so strictly in pursuit of a teaching career. Thus the offer of pedagogical education may be attractive and useful to students for many different considerations. It is more often chosen in agricultural and technical higher education institutions since it faces fierce competition in commerce academies from forms of managerial, specialist trade and other courses available on the training market which draw students looking to work in commerce and trade.

Higher education institutions, as mentioned, make it possible to take up further studies. People with vocational studies diplomas (engineer, licentiate) may raise their education and qualifications at supplemental magister's studies. There are also specialised post-diploma studies in specialised fields for graduates of agricultural, technical and commercial higher education institutions. Holders of master's studies diplomas who are interested in academic employment (recent graduates as well as those already in the workforce) may continue on to doctorate studies.

5. Education programmes and examinations

Master's studies (both unified and two-step), engineer's vocational studies (in technical and agricultural HEIs) and licentiate studies (in commerce HEIs) as well as supplementary studies leading to a master's degree are offered by higher education institutions. Those are conducted in day studies and non-day forms (weekend, evening and distance). Students of any of these forms can decide to take on optional pedagogical studies leading to teaching qualifications.

Master's studies are generally of five years but may last 4 in some directions. Engineer's

studies take 3 or 3 years as a rule and licentiate studies are of a three year duration. As a rule, supplementary master's study take for two years.

Teacher's initial education has, as mentioned, an "add-on" character and is comprised of two separate tiers: directed studies and pedagogical education. That is why these two components must be discussed separately.

Important reforming trends are taking place in directed studies which will be sketched here.[17]

The first trend is the breaking down of studies' organisational-curriculum rigidity (tradition: segmented directions of studies, "assigning" students to directions and faculties, education in a given direction throughout the study-cycle; separation of master's and vocational studies) and introduction of a more flexible model for studies. Their are mostly exemplified in a phase of foundational studies with a common curriculum for a faculty (the trend in polytechnics), for the HEI (the solution in economic academies), for master's and vocational studies (the trend in polytechnics and agricultural HEIs and in academies of commerce).

The second trend is a departure from the narrowly defined and specialised directions of studies in favour of broad-profile studies. Curricula reforms being undertaken by autonomous higher education institutions favour this trend which is being strengthened by the Main Council for Higher Schooling via two regulators: outlining the names of directions of studies and defining their minimum curriculum requirements. This new regulator has been being incrementally introduced since 1996 and now affects master's studies.

The advancement of both trends in reform varies widely between individual higher education

[17] See the overview of reforms in higher schools in the "Nauka i Szkolnictwo Wyższe" periodical: E. Chmielecka et al. The Catalogue of the Main Trade School, 1993. E. Pierzgalski, *Zmiany w wyższym szkolnictwie rolniczym na przykładzie Szkoły Głównej Gospodarstwa Wiejskiego*, 4/1994; J. Kryszewski, *Zmiany w programach nauczania na wydziałach mechanicznych* 7/1996; K. Ciekot, *Wybieralność przedmiotów – z perspektywy studentów*, 10/1997

institutions, but they do mark the path of a great organisational-curricula change in higher studies. Below is a list of directions of studies run in technical, agricultural and commerce higher education institutions[18] which are of regular in type and frequency.

Due to the broad autonomy enjoyed by higher schools in the education sphere, the curricula of directed studies vary among the higher education institutions. The framework of a typical curriculum may be deduced from the minimum curriculum required for master's studies, as laid out by the Main Council.[19]

The structure underlying curricula usually follows this sequence: a) basic education in the general field and basic disciplines → b) education in disciplines which are characteristic of the direction of studies; → c) education within a speciality/specialisation. The current tendencies are to expand the block of general and foundational subjects as well as the block of directional subjects. This is supposed to create a wide spectrum of education and represent a basis for earning vocational specialisations several times through continuing education.

DIRECTIONS OF STUDIES

In technical, agricultural and commercial higher education institutions

TECHNICAL HEIs

Architecture and urban studies
Automation and robotics
Chemical technology
Chemistry

[18] Created on the basis of *The Notice of the Governing Main Council for Higher Schooling* of 19 December 1996, which announced a unified exhibit of the names of directions of studies. *Dziennik Urz., MEN 1997 nr. 2, pos. 7* and the *Information Booklet for Candidates for Higher Studies in the 1998/99 Academic Year*, MEN, Warsaw, 1998

[19] The Declaration of the Main Council for Higher Schooling nr. 268/96 of 23 May 1996 on minimum curriculum requirements for directions within technical studies, *Dziennik Urz.*, MEN 1996 nr. 5 pos. 22; The Declaration of the Main Council for Higher Schooling nr. 223/96 of 18 January 1996 on minimum curriculum requirements for master's degrees in agricultural studies, *Dziennik Urz.*, MEN 1996 nr. 5 pos. 22

Computer science
Construction
Design
Economics of spatial utilisation
Elecrotechnology
Electronics and telecommunication
Engineering – chemical and process
Engineering – environmental
Engineering – materials
Environmental protection
Geology and surveying
Interior architecture
Mathematics
Mechanics and machine construction
Metallurgy
Mining and geology
Oceanic technology
Physics
Physics (technical)
Textiles
Transport

Administration and marketing
Economics

Technical guidance

Agricultural and Forestry techniques

AGRICULTURAL HEIs
Administration and marketing
Biology biotechnology
Economics
Economy of spatial utilisation
Environmental engineering
Environmental protection
Geology and surveying
Merchandise studies

COMMERCE HEIs
Administration and marketing
Computer science and econometrics
Economics
Finance and banking
International political and economic relations
Merchandise studies

The indisputable development of broad-profile education has occurred in commerce academies where students begin by entering a common first stage of studies, followed by a second stage in one of six directions and then an "exit" stage which provides them with a specialisation. A Main Council regulation contains the following core to commerce studies:

- General education subjects: foreign languages, 2-3 humanities subjects to be chosen from: philosophy, sociology, logic, history, economic history, psychology, political science, the economy and the environment or economic geography, physical education.
- Foundational subjects: microeconomics, macroeconomics, international economic relations, mathematics, statistics, econometrics, computer science, accounting, finance and banking, administration fundamentals, law.

Technical and agricultural higher education institutions also have expansive curriculum bases for which, out of concern for the substantial heterogeneousness of the directions of study, the

base curricula must be similarly varied. They contain a block of such non-technical subjects for broadening of students' knowledge as: foreign languages, commercial-legal entities, humanities subjects, physical education and a block of foundational disciplines which, for example "materials engineering" encompasses the subjects of: mathematics, physics, chemistry (with physical chemistry), computer science, electrotechnology, electronics, mechanics, thermodynamic basics, engineering drafting, and design basics.

The quantitative extent of curricula for studies will show the proportion between directional studies and pedagogical studies. Master's technical studies are comprised of roughly 3400-3800 lecture hours, agricultural ones of 3400 hours and studies in commercial directions take up about 3000 hours.

Practical instruction is a regular component of the curricula at technical and agricultural higher education institutions. Their type and number vary by directions of studies. As a rule, practical instruction or internship play a big part in agricultural studies (4-6 months over the course of the studies). Practical experience in the direction of studies plus more specialist pre-diploma practice is gained at technical schools and amounts to a total of 8-12 weeks. Commercial studies do not require vocational internship - commercial academies usually turn to an informal solution, wherein students' enterprise and vocational experience gained through temporary employment or internship is supported. Assistance is given to students in this regard by tutors and faculty counsellors (contacts, intermediary function) and support is provided through the HEI's interaction with enterprises and institutions. No data is available on the proportion of students who gain vocational experience during the duration of their studies.

Classes are typical of academic HEIs (lectures, discussion groups, exercises, labs, seminars) and have an organisational structure typical of technical, agricultural and commercial higher education institutions. General characteristics of studies are their broad curricula, high number of weekly classes and numerous papers and examinations which require intensive studying as well as the studies' own disciplines. The academic year is made up of two semesters each ending with an examination period. The examinations can take written, multiple choice or spoken form. Between 26 and 34 examinations are sat in total for master's studies and weekend usually have 18 – 20 exams. The master's and diploma (for vocational studies) theses are prepared over the final two years of studies. Students have 400 hours out of their total number of hours allocated to completing their diploma or master's thesis. Final exams, which take the form of a thesis defence, are expected to be passed towards graduation.

The introduction of credit points[20] is a new trend in HEIs which had by 1997 been applied in three commercial academies (Warsaw, Cracow, Poznan), in some faculties of four technical higher education institutions (with the Warsaw Polytechnic taking the leading role) and in two agricultural higher education institutions (Warsaw, Wroclaw). The credit system is going to develop shortly thanks to many HEIs' participation in the Sokrates-Erasmus programme, which requires the implementation of the European Credit Transfer System (ECTS).

Under the previous conditions of centralised pan-education administration, including higher schooling, there were no developed mechanisms for quality assurance. The development of a system for quality assurance is an urgent need toward which transformations going on in the higher schooling sector are aimed.

Regulations set by the Main Council for Higher Schooling now act as the external

[20] see: Z. Toeplitz, *Trudna droga do Europy poprzez Sokrates-Erasmus. (The Difficult Route to Europe by means of the Socrates-Erasmus Programme).* Nauka i Szkolnictwo Wyższe, 10/1997

mechanisms for this. The regulations set the conditions by which an HEI may to create and run directions of studies and be able to grant vocational titles. Aside from this, they also outline minimum curriculum requirements for directions of studies.

Traditional elements of a quality assurance system based on supervision and evaluation over the curricula and junior employees' didactic performance, on periodic grading of academic teachers and on student evaluation of classes run by teaching staff are in place in most higher education institutions. These measures are becoming more and more modern as more HEIs introduce credit systems and individual systems for studies, since increasing students self-transferability enhances free market rules and better quality assurance systems. Advanced work on an accreditation system for higher schools has been going on for the past several years. This work is being conducted by the Main Council with the co-operation of many leading higher education institutions.[21] The project for an accreditation system has been experimentally verified in higher schools and should soon be implemented.

Pedagogical education lies entirely within HEIs' range of responsibilities, more precisely within the responsibilities of only those units which run pedagogic training programs. There is only one legal regulation in effect in the whole field of teachers' pedagogical education which sets out the pedagogical requirements of teacher training, and even it only does so mostly quantitatively. Moreover, that regulation legislates the qualifying requirements are addressed to teacher-candidates and teachers rather than to the institutions that organise teacher education, meaning that those institutions need not even honour it. That leaves pedagogical education entirely up to the individual higher schools. The organisation, programmes and

[21] See: RGSW documents: Position nr. 38/97 of the Main Council for Higher Schooling of 25 April 1996 on verification of a teaching quality assessment systemin higher schools; Prof. J. Kawecki, *Sprawozdanie z realizacji prac związanych z opracowaniem i weryfikacją systemu oceny jakości nauczania w szkołach wyższych (Position Paper on the Accomplishment of Work on Developing and Verifying a Teaching Quality Assessment System in Higher Schools).*

forms of pedagogical education are thus very varied.

Recruitment to pedagogical studies in the simultaneous-study model usually occurs: in commerce HEIs – after the fourth semester (in one HEI after the second semester), in different technical HEIs following the fifth, sixth, seventh or eighth semester and after the second, fourth, sixth, seventh or eighth semester in agricultural HEIs[22]. Otherwise, pedagogical studies can be done in the post-diploma learning cycle. Those differences base pedagogical education on various levels of acquired knowledge in students' directions of study. This leads to a problem in integrating instruction in a direction with pedagogical instruction – no general integration exists which gives rise to an overall problem in the effectiveness of pedagogical education since students learning how to teach differ in the extent of their basic knowledge in their chosen main direction of studies.

That is aggravated by yet another factor – that HEIs differ in the duration of their pedagogical studies: on-campus for 2-6 semesters but from 1-4 semesters in irregular forms.

Keeping in mind the above regulation on qualifications required of teachers, a teacher should have no fewer than 270 hours of pedagogical preparation in the fields of psychology, pedagogy and particular didactics as well as a minimum of 150 hours of pedagogical practice.[23]

The total number of hours in pedagogical studies corresponds generally to the dictates of the discussed regulation. In this technical, agricultural and commerce higher education

[22] Information derived from a survey conducted in 1995 by the Central Methodological Centre for Teachers' Studies at the Higher Pedagogical School in Cracow. COMSN informational material. Also: Information directly from HEIs.

[23] A decree of the Minister of National Education of 10 October 1991 on detailed qualifications required of teachers, *Dziennik Ustaw*, nr. 98 pos. 432

institutions often stand out from universities, where the total is often reduced.[24] As the above framework regulation illustrates, the pedagogical studies' timetable encompasses: psychology, pedagogy, particular didactics, other social-pedagogical studies and internship. Those components of the so-called psycho-pedagogical block vary in their time allotment greatly, as shown by the following chart:[25]

Subject-Hours in the Psycho-Pedagogical Block

	Psychology	Pedagogy	Didactics	Other	Practice
Technical HEIs	20-105	45-170	40-120	0-100	60-165
Agricultural HEIs	50-90	25-90	115-185	0-115	30-170
Commercial HEIs	90-150	45-90	120-170	0-225	150

A generalised overview of the pedagogical education curriculum is impossible. The arrangement of subjects and their content are decided upon by individual higher education institutions, there are no comprehensive reports or papers illustrating education programmes and the available information sources are of an idiographic character and, as a rule, portray the psycho-pedagogical block at a given higher school in terms of its teaching timetable guidelines. Such illustrations are possible to be shown in this report. The following tables show sample time breakdowns of the Pedagogical Studies Unit of technical, agricultural and commercial higher education institutions.

[24] See: A Report of the Central Methodological Centre for Teacher Studies in Cracow titled *Edukacja nauczycielska w uniwersytetach i wyzszych szkołach pedagogicznych w roku akademickim 1994/95*
[25] Data from a COMSN survey, op. Cit.

TIME BREAKDOWN OF THE PEDAGOGICAL STUDIES UNIT OF THE CRACOW POLYTECHNIC[26]

	Subject	total hours	Semester I			Semester II			Semester III			Semester IV			Credit awarded following
			L	A	Lab	L	A	Lab	L	A	Lab	L	A	Lab	
1	PEDAGOGY with elements of employment pedagogy	90	30	15	-	15	30	-	-	-	-	-	-	-	exam
2	PSYCHOLOGY with elements of school hygiene	75	30	15	-	-	30	-	-	-	-	-	-	-	exam
3	SOCIOLOGY and guidance	15	5	10	-	-	-	-	-	-	-	-	-	-	credit
4	DIDACTICS for vocational subjects	45	-	-	-	15	-	-	-	15	15	-	-	-	exam
5	METHODOLOGY for teaching vocational subjects	20	-	-	-	-	-	-	5	-	15	-	-	-	inspected work
6	TECHNOLOGY education	25	-	-	-	-	-	-	5	-	20	-	-	-	credit
7	ELECTIVE classes	15	-	-	-	-	-	-	-	-	-	-	-	15	credit
8	LABORATORY pre-graduation work	15	-	-	-	-	-	-	-	-	-	-	-	15	credit
9	PEDAGOGICAL PRACTICE	*150*	-	-	-	-	-	-	-	-	*50*	-	-	*100*	*credit*
	TOTAL	300	65	40	-	30	60	-	10	15	50	-	-	30	
		150									*50*			*100*	

L=Lectures A=Audience (Seminar-like) Engagements Lab=Laboratory or hands-on classes Credit=Credit is given based on course requirements, which may vary

RZESZÓW POLYTECHNIC[27]

Sem.	Subject	Total	# of Hours		Promotion on the basis of
1	Basic education psychology	90	45	45	Oral examination
2	Guidance theory	45	20	20	Oral examination
3	Pedagogy with elements of guidance history	35	20	15	Oral examination
	Basic general and vocational education	60	30	30	Oral examination
	School hygiene	10	10	-	Credit
	TSK	10	-	10	Mult. Choice test
4	Teaching methodology of particular subjects	90	45	45	Oral examination
	EPK	20	-	20	Developed computer program
	Thesis seminar	10	-	20	Part of thesis
	In-school practice	150	-	150	Attendance at observation lessons and own lesson
	Total	520	170	350	

[26] W.M. Francuz, *Przygotowanie pedagogiczne inzynierów w Uczelnianym Studium Pedagogiki i Psychologii Politechniki Krakowskiej.* Informational Bulletin, Cracow COMSN nr. 9/1997

[27] S. Mieć, *Działalność Studium Pedagogicznego w Politechnice Rzeszowskiej.* Informational bulletin.

TIME BREAKDOWN OF THE PEDAGOGICAL STUDIES UNIT OF THE AGRICULTURE ACADEMY IN POZNAN[28]

	Subject name	Lectures	Aud. Exer.	Lab. Exer.	Project Exer.	Total	Promotion Based on
I.	Semester 1						
1	Psychology	20	30	-	10	60	Exam
2	Sociology of the countryside and agriculture	10	10	-	5	25	Exam
3	History of agricultural education	10	10	-	-	20	Credit
II	Semester 2						
4	Didactics	15	15	5	5	40	Exam
5	Adult education	10	10	-	5	25	Credit
6	Guidance theory	15	20	-	5	40	Exam
7	Technological education means	-	-	10	-	10	Credit
III	Semester 3						
8	Vocational subject methodology	20	10	10	10	60	Exam
9	Out-of-school agricultural education methodology	5	-	-	-	15	Credit
10	Mid-year internship in a practice school	-	-	-	50	50	Credit
IV	Semester 4						
11	Elective subject	-	-	-	20	20	Credit
12	On-going internship in an agricultural school	-	-	-	-	100	Credit
	TOTAL	105	125	25	110	464	

THE COMMERCE ACADEMY IN CRACOW[29]

	Subject	Total Hours	Type of class and number of hours		Course credit by
I&II	Psychology	60	30 lectures	30 exercises	Exam
	Pedagogy	50	20 lec.	30 ex.	Exam
	Vocational subject didactics	60	30 lec.	30 seminars	Exam
	Contemporary philosophy and ethics	30		30 sem.	Credit
	Technical teaching means	15		15 lab.	Credit
	Elective lecture	15	15		Credit
	Vocational skills training	15		15 training	Credit
	Social psychology	30		30 sem.	Credit
III&	Selected issues of psychology and pedagogy	30		30 sem	Credit
IV	Particular methodologies	60		60 ex.	Credit
	Pedagogical internship	150			Credit

[28] S. Wawryniuk (ed) Poradnik samokształcenia peedagogicznego, 1998

[29] table based on a description of studies' timetables in: M.A. Chuszińska, *Charakterystyka działalności Studium Psychologii i Pedagogiki Akademii Ekonomicznej w Krakowie.* Informational bulletin, op. cit.

The illustration shown and the wider view given in their source information tells us that the core subjects – psychology, pedagogy-didactics and broadening subjects – are based on teaching forms that are typical of academic higher education institutions, i.e. lectures, discussion classes and seminar and is run by HEI employees. Laboratory exercises are run in teaching methodology and technical education courses. Higher education institutions work with vocational schools as part of their teaching methodology and internship programmes and part of their methodology courses are sometimes organised in the profiled workshops of vocational schools, although this is not the norm. Pedagogical internships, which are done in vocational schools by teacher-trainees, are not uniform in its organisation. Some HEIs have the internship run concurrently with theoretical and methodological lectures and have the internship encompass many different duties, including giving trial lessons. In other places, the internship is concentrated in a four week time span and is based mostly on giving lessons under the guidance of a teacher. Yet another variant comprises both mid-year and continuous internship.

Exams are usually made up of the foundational subjects, i.e. psychology, pedagogy and vocational subject didactics, although there are exceptions as one of the illustrations shows. A student must also achieve a passing grade on his or her pedagogical internship, which is evaluated by his/her teacher/counsellor and another employer of the HEI.

The awarding of final credit and Pedagogical Studies certification is not uniform. A typical solution sees the basics for graduation from the studies as examinations and other course requirements. There are also HEIs in which final papers/theses are done. The institutions confirm the graduation of the Pedagogical Studies Programme with certificates/diplomas which likewise differ between HEIs.

These pictures of the scope of pedagogical preparation for vocational school teachers shows a general trait of teacher education, around which there is much critical discussion going on in Poland.

There is much voluntarism in the educating programs which makes it impossible to ensure comparable pedagogical teaching qualifications. There is an excess of academism, theory and separation from the school environment in the curricula and forms the education takes.

Future teachers are prepared didactically-speaking for their employment while their roles in guidance, care, preventative measures and counselling are ignored. Workshops and training sessions designed to develop pedagogical skills and wider social competencies in teacher candidates are in short supply.

In-school internship is definitely too short to prepare teachers to begin work in their profession.

Generally speaking, there are no quality assurance mechanisms present in teacher education.

Besides those points, the area of vocational subject teacher education is entangled in a mess of unsolved problems around one key matter – the qualification profile of the teacher.

What kind of vocational subjects are the Pedagogical Studies units of technical, agricultural and commercial higher education institutions supposed to prepare people for teaching? No organ or entity that has some responsibility in teacher education can answer that question.

Participants in the Pedagogical Studies Unit of the largest group of technical higher education institutions are students of many departments who collectively have a heterogeneous mix of directions of studies. These students receive education in a strictly delimited direction of studies and speciality. Vocational schooling includes over 200 vocations with numerous specialisations (from the 1986 classification), education in over 100 broad-profile vocations is being implemented (from the 1993 classification) and general vocational education in a new

type of school (the technical lyceum) is being introduced behind which are thousands of vocational subjects.

A Pedagogical Studies programme covers more or less 90 – 120 hours of didactics and vocational subject methodology and about 150 hours of internship in a school.

So, for which vocational subjects are Pedagogical Studies students, having a variety of directional studies profiles, prepared?

It is here that we must perceive the fact that a higher school's diploma combined with the completion of pedagogical education gives full, formal teaching qualifications as far as the law is concerned which leads in short time to the stable employment of the teacher.

There is no room for doubt that teacher education, including that of vocational subject teachers, is facing a necessity for ground-up reform.

6. The links between teachers' education and the employment system.

Social dialogue.

The school system for vocational education operates structurally apart from the economic sphere; that separation is also a trait of vocational school teacher training. There is neither a tradition nor practice of joint operations being done by educational bodies/institutions and commercial entities in the field of vocational school teacher education. This state exists on the national, branch, regional and local levels.

At the national level, the situation is quite peculiar in that there is absolutely no structure to foster potential social dialogue among education organs or bodies. The needs and interests of vocational school education are neither represented nor present in either the Main Council for

Higher Schooling[30] or the Council for Teachers' Education Issues[31] and find themselves in the peripheries of Ministry of National Education and educational policy operations.[32]

Higher education institutions are working ever more closely with the economy and representatives of its sectors, but this is mainly concerned with areas ranging from science and research to parts of some directional studies (which is relevant to teacher's preparation). Unfortunately, this dialogue does not really affect the sphere of teacher education, qualification and employment.

The situation around teachers of so called 'departmental schools' run by other ministries appears in a better light, especially in the case of agricultural school teachers. Co-operation arrangements among agricultural HEIs, branch research institutions, the branch centre for teacher development and the Ministry of Agriculture are an example of what has been created within the realm of teacher education.

New institutions, called Centres for Practical Education, are taking up joint activities with employers and vocational organisations. Teacher professional development is one of the areas in which these new centres' responsibilities lie.

7. Debates and intentions behind reform in teacher education and professional development

The multiple arguments that this report makes has shown the vital need for a transformation of teacher education and has exposed the merely partial nature of responses to the necessity of reform. The weak point at which reform undertakings are at has its own peculiar causes.

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[30] Issues relating to teacher education in technical, agriculture and commercial HEIs are not addressed in declarations, positions or available documents of the Main Council.

[31] One peculiarity is that within the Council, in which teams for matters relating to specific subject groups and problems are functioning, no team has been set up to attend to matters pertaining to vocational subject teachers. This area is also not existant in the Council for Teacher Education's work and positions.

[32] The Ministry of National Education's reform concept for vocational school teacher education matters are only given lip-service, and the newest design plan for educational reform does not devote any attention to them.

The formal-logic framework conditions under which teacher education has to function is a fundamental barrier to changes.

Teacher education reform is an inseparable part of the education system that the Ministry of National Education in charge of, whereas teachers are educated by higher education institutions whose autonomy is protected by the Act on Higher Schooling and thus are not subject to the Ministry's education policy and its influence.

The assumption that lay at the heart of the act on higher schooling, i.e. that HEIs' autonomy would bring on self-regulatory mechanisms which would act as an engine for higher schooling reform, has itself led to some reform in higher studies. However it has not generated a transformation in teacher education, which remains a sideline in higher education institutions. Teacher education now finds itself in straits from which no constructive way out is evident.

The Ministry of National Education would like to pursue teaching reform further – to the system of hiring, compensating and promoting teachers and whose components would include higher qualification requirements for teachers, differentiated teacher statuses and others. However, this is blocked by a legislative act, the Teacher's Charter, which guarantees teachers a safe and stable mediocrity and is jealously guarded by teachers' unions.

In the light of that context, teacher education is stuck on the level of debates, multifaceted investigations by consultative bodies and the Ministry of National Education and can't go beyond the design stage, and so reform can not get off to a start.

Discussions at academic forums supply ideas and conceptions for a shift in the model of teacher training. Participants in those forums postulate that the transformation will take on the following reorientations and directions :

- openness and „panoramicness" of teacher education (a reversal of the closed, single-stage

model for teacher training),

- a humanistic and personalised orientation to teacher education (a reversal of the technological model),
- the primary goal should be the personal development of the teacher throughout his life,
- a component of teacher education should be a preparation for dialogue (including in the European and multi-cultural dimensions), preparation for citizens' democracy and responsibility for the future,
- teacher education ought to be based on the triad of: values - skills - knowledge,
- the interdisciplinariness and humanisation of teachers' education,
- the core of teacher training should be the universal teaching competencies of: interpretation, communication and morality,
- technical competencies (knowledge and method-realisation skills) must be open for changes as well as help to generate a teacher's creative and innovative activities,
- a strengthening of learning through practise, experience and action in teacher education,
- teachers should be prepared for continuous learning, self-education and continuing education.

The transfer of new ideas into practice in teacher education is claimed to be insufficient and leading to modernisation initiatives of a „scattered" nature by participants in debates on the state of teacher education.

Teacher education ideas and concepts, as developed in academic circles as well as work done by the Council for Teacher Education, are of a general scope and are not linked concretely with the directions schooling reform is taking. Changes in teacher education are not in tune with the needs for school reform.

The Council for Teacher Education, an advisory organ of the Ministry of Education, concentrates its work on system-wide changes to teacher education. A 1997 document that the Council prepared contains the basic positions in this question. Its main points are hereby presented:

* Social transformations and changes in schools' function are expanding and further complicating teachers' sphere of duties, which encompass the educating function, the guidance and care giving function. This must be reflected in teachers' education
* Raising the prestige of the teaching profession is a prerequisite for the desired changes in education. Putting the legal and financial standing of teachers' status in order is an essential part of the change to the system.
* It is essential to increase the resources for teachers' education and training so that they will approximate their importance.
* Guaranteeing a high quality of teacher education is essential.
* The reform of teacher education, further education and professional development should be treated as a whole and carried out simultaneously.

* New, unified legal frameworks for teacher education and professional development should be created. The following are some things whose regulation is essential

  -conditions that institutions must meet in order to run teacher education

  -accreditation of institutions of teacher education

  -education standards as confirmed by the Ministry of National Education

  -financing teacher education

* Teacher training and professional development should represent one of the basic tasks of higher schools. The following should be included in higher schools' duties:

-initial teacher education

-running post-diploma studies and courses for teacher professional development

-educating an academic teaching staff for the needs of teacher education and professional development as well as educational research.

- Principles for the financing of teacher's professional preparation studies should be created.
- It is necessary to create unified system for teachers' education accreditation.
- It is essential to define the standards for teacher education, and moreover to show the differences between two levels of studies:

  - at the licentiate level: education enabling a teacher to fully and well perform the obligations of a teacher in a defined subject as well as fulfilling guidance roles;

  -at the master's level: a deepening of knowledge, a broadening of cognitive components as well as the development of the student's intellectual independence and fondness for learning and so the formation of the teacher for either work in a secondary school or for taking up innovative or research tasks equally in the primary school environment.

The Ministry of National Education announced earlier this year a project for the thorough reform of the education system. The ministry's intention is a deep reform - the reconstruction of the schooling system, curriculum reform, a new system for assessment and examinations, changes to the schools' administration and supervision, changes to teacher education and professional development as well as formulating a new system for hiring and promoting teachers.

The reform project finds itself at different stages of completion in the above mentioned areas, and changes to the structure of schooling and framework curricula for the new types of schools are incompletely defined. As a result of this, the project has not made concrete the

directions towards which teacher education and professional development are to change, especially concerning those of vocational school teachers.

When considering teaching matters, the reform project concentrates on changes to the teacher hiring and promotion system. It foresees a layered system for employment and promotion based on differentiated statuses (and pay rates) among vocational teachers, behind which stand increased qualification requirements and an obligation for professional development over a teacher's career. Raising teachers' quality, the pillar of a quality assurance in the education system, is the foremost motive behind the intended changes.

The reform project for the education system is at the stage of social and political debate. The teaching environment and trade unions consider reforms to teaching itself to be the most controversial. Changes to the education system may therefore run into a barrier to their momentum and success.